



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of ESEA Accountability, and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2012-2013:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

**ESEA Accountability:** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.

# 2013-2014 NCLB Report Card

School: Margaret Chase Smith Sch.-Skow

SAU: RSU 54/MSAD 54

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54  
**Grade:** 04

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	43	42	98	71	69	71	12	60	19	10	39	3	0
	2012-2013	41	41	100	76	66	69	20	56	15	10	38	3	0
Female	2011-2012	22	21	95	76	70	75	19	57	24	<1			
	2012-2013	19	19	100	84	63	74	21	63	5	11			
Male	2011-2012	21	21	100	67	68	67	5	62	14	19			
	2012-2013	22	22	100	68	69	64	18	50	23	9			
Caucasian/White	2011-2012	41	41	100	71	69	72	12	59	20	10			
	2012-2013	41	41	100	76	65	70	20	56	15	10			
African American/Black	2011-2012	2	1	50			42							
	2012-2013	0	0				43							
Hispanic	2011-2012	0	0				60							
	2012-2013	0	0				60							
Asian or Pacific Islander	2011-2012	0	0				76							
	2012-2013	0	0				77							
American Indian or Native Alaskan	2011-2012	0	0				57							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	36	35	97	69	63	60	9	60	20	11			
	2012-2013	19	19	100	79	60	58	21	58	16	5			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	10	10	100	60	30	35	10	50	10	30			
	2012-2013	7	7	100		33	31							
Limited English Proficient	2011-2012	0	0				40							
	2012-2013	0	0				41							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54  
**Grade:** 05

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	120	119	99	66	66	68	17	49	23	12	118	1	0
	2012-2013	109	108	99	71	70	72	10	61	19	9	106	2	0
Female	2011-2012	70	69	99	72	76	74	17	55	19	9			
	2012-2013	61	61	100	72	74	75	13	59	21	7			
Male	2011-2012	50	50	100	56	56	63	16	40	28	16			
	2012-2013	48	47	98	70	64	68	6	64	17	13			
Caucasian/White	2011-2012	114	114	100	66	67	69	18	48	22	12			
	2012-2013	106	106	100	72	70	73	9	62	19	9			
African American/Black	2011-2012	3	2	67			42							
	2012-2013	1	0	0			50							
Hispanic	2011-2012	0	0				60							
	2012-2013	0	0				63							
Asian or Pacific Islander	2011-2012	3	3	100			75							
	2012-2013	1	1	100			82							
American Indian or Native Alaskan	2011-2012	0	0				48							
	2012-2013	0	0				51							
Economically Disadvantaged	2011-2012	79	78	99	55	57	57	13	42	28	17			
	2012-2013	75	74	99	64	64	61	5	58	24	12			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	23	23	100	26	29	30	<1	26	30	43			
	2012-2013	21	21	100	29	30	35	5	24	29	43			
Limited English Proficient	2011-2012	2	2	100			44							
	2012-2013	2	2	100			47							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54  
**Grade:** 06

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	111	111	100	82	78	72	15	67	13	5	108	3	0
	2012-2013	121	121	100	70	69	71	12	58	20	10	120	1	0
Female	2011-2012	47	47	100	87	80	78	21	66	11	2			
	2012-2013	63	63	100	87	84	77	14	73	13	<1			
Male	2011-2012	64	64	100	78	76	67	11	67	14	8			
	2012-2013	58	58	100	52	55	66	10	41	28	21			
Caucasian/White	2011-2012	102	102	100	81	77	73	14	68	13	6			
	2012-2013	115	115	100	71	70	73	13	58	20	9			
African American/Black	2011-2012	2	2	100			48							
	2012-2013	2	2	100			42							
Hispanic	2011-2012	1	1	100			66							
	2012-2013	0	0				65							
Asian or Pacific Islander	2011-2012	3	3	100			75							
	2012-2013	3	3	100			71							
American Indian or Native Alaskan	2011-2012	0	0				62							
	2012-2013	0	0				55							
Economically Disadvantaged	2011-2012	69	69	100	78	73	61	14	64	16	6			
	2012-2013	84	84	100	61	61	60	10	51	25	14			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	22	22	100	45	39	34	9	36	32	23			
	2012-2013	25	25	100	28	27	31	4	24	40	32			
Limited English Proficient	2011-2012	2	2	100			45							
	2012-2013	2	2	100			41							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54  
**Grade:** 04

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	43	43	100	37	56	66	14	23	40	23	40	3
	2012-2013	41	41	100	83	68	65	24	59	2	15	38	3
Female	2011-2012	22	22	100	41	55	65	9	32	45	14		
	2012-2013	19	19	100	84	60	65	26	58	<1	16		
Male	2011-2012	21	21	100	33	56	67	19	14	33	33		
	2012-2013	22	22	100	82	77	65	23	59	5	14		
Caucasian/White	2011-2012	41	41	100	39	56	67	15	24	39	22		
	2012-2013	41	41	100	83	69	66	24	59	2	15		
African American/Black	2011-2012	2	2	100			31						
	2012-2013	0	0				39						
Hispanic	2011-2012	0	0				52						
	2012-2013	0	0				53						
Asian or Pacific Islander	2011-2012	0	0				71						
	2012-2013	0	0				73						
American Indian or Native Alaskan	2011-2012	0	0				57						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	36	36	100	36	44	54	14	22	36	28		
	2012-2013	19	19	100	84	62	53	42	42	<1	16		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	10	10	100	30	20	37	20	10	30	40		
	2012-2013	7	7	100		49	31						
Limited English Proficient	2011-2012	0	0				33						
	2012-2013	0	0				39						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54  
**Grade:** 05

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	120	120	100	49	54	64	7	43	18	33	119	1
	2012-2013	109	108	99	50	58	62	8	42	22	28	106	2
Female	2011-2012	70	70	100	51	60	65	7	44	16	33		
	2012-2013	61	61	100	49	61	62	8	41	23	28		
Male	2011-2012	50	50	100	46	48	64	6	40	22	32		
	2012-2013	48	47	98	51	55	62	9	43	21	28		
Caucasian/White	2011-2012	114	114	100	50	55	65	7	43	18	32		
	2012-2013	106	106	100	50	58	64	8	42	23	27		
African American/Black	2011-2012	3	3	100			35						
	2012-2013	1	0	0			30						
Hispanic	2011-2012	0	0				50						
	2012-2013	0	0				46						
Asian or Pacific Islander	2011-2012	3	3	100			70						
	2012-2013	1	1	100			71						
American Indian or Native Alaskan	2011-2012	0	0				55						
	2012-2013	0	0				45						
Economically Disadvantaged	2011-2012	79	79	100	44	47	51	6	38	14	42		
	2012-2013	75	74	99	36	49	50	3	34	27	36		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	23	23	100	35	32	30	4	30	9	57		
	2012-2013	21	21	100	14	27	30	5	10	14	71		
Limited English Proficient	2011-2012	2	2	100			39						
	2012-2013	2	2	100			31						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54  
**Grade:** 06

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	111	111	100	51	52	64	9	42	24	24	108	3
	2012-2013	121	121	100	46	49	64	11	36	21	33	120	1
Female	2011-2012	47	47	100	51	50	64	6	45	26	23		
	2012-2013	63	63	100	54	57	65	10	44	16	30		
Male	2011-2012	64	64	100	52	54	64	11	41	23	25		
	2012-2013	58	58	100	38	42	63	12	26	26	36		
Caucasian/White	2011-2012	102	102	100	49	50	66	9	40	26	25		
	2012-2013	115	115	100	45	49	65	11	34	22	33		
African American/Black	2011-2012	2	2	100			35						
	2012-2013	2	2	100			30						
Hispanic	2011-2012	1	1	100			51						
	2012-2013	0	0				52						
Asian or Pacific Islander	2011-2012	3	3	100			74						
	2012-2013	3	3	100			68						
American Indian or Native Alaskan	2011-2012	0	0				52						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	69	69	100	46	44	51	6	41	28	26		
	2012-2013	84	84	100	39	41	51	7	32	23	38		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	22	22	100	32	20	29	14	18	23	45		
	2012-2013	25	25	100	24	22	24	<1	24	8	68		
Limited English Proficient	2011-2012	2	2	100			37						
	2012-2013	2	2	100			36						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54  
**Grade:** 05

Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	115	115	100	45	51	62	6	39	40	15	114	1
	2012-2013	113	113	100	50	59	69	7	43	30	19	112	1
Female	2011-2012	66	66	100	45	52	61	6	39	41	14		
	2012-2013	62	62	100	48	58	69	8	40	29	23		
Male	2011-2012	49	49	100	45	50	63	6	39	39	16		
	2012-2013	51	51	100	53	61	70	6	47	31	16		
Caucasian/White	2011-2012	110	110	100	45	52	64	6	39	41	14		
	2012-2013	110	110	100	51	60	71	7	44	31	18		
African American/Black	2011-2012	2	2	100			32						
	2012-2013	0	0				34						
Hispanic	2011-2012	0	0				53						
	2012-2013	0	0				58						
Asian or Pacific Islander	2011-2012	3	3	100			62						
	2012-2013	2	2	100			72						
American Indian or Native Alaskan	2011-2012	0	0				49						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	76	76	100	38	43	51	3	36	42	20		
	2012-2013	76	76	100	42	54	58	1	41	34	24		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	22	22	100	14	20	32	<1	14	41	45		
	2012-2013	23	23	100	22	24	41	<1	22	30	48		
Limited English Proficient	2011-2012	2	2	100			33						
	2012-2013	2	2	100			35						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.



# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54  
**Grade:** 03-08

GROUP	Reading								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets
					Targets	Number Tested	Number Proficient	% Proficient	
Whole School	271	100		71	73	259	183	71	86
Female	145	100		77	79	131	110	84	89
Male	126	99		67	70	128	73	57	84
Caucasian/White	262	100		70	73	247	174	70	85
African American/Black	3	*		*		4	*	*	
Hispanic	0	*		*		0	*	*	
Asian or Pacific Islander	4	*		*		6	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	179	99		61	64	167	105	63	81
Not Economically Disadvantaged	92	100		88	89	92	78	85	94
Migrant	0	*		*		0	*	*	
Not Migrant	271	100		71	73	259	183	71	86
Students with Disabilities	53	100		30	36	53	18	34	65
Students without Disabilities	218	100		81	83	206	165	80	91
Limited English Proficient	4	*		*		4	*	*	
Not Limited English Proficient	267	100		71	73	255	181	71	86
Super Subgroup	185	99		60	63	176	111	63	80
Non-Super Subgroup	86	100		94	95	83	72	87	97

2011-12 % Attendance Rate Target = 93%
95

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data are not available.  
 The source of information for this report is the Maine Department of Education.

# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54  
**Grade:** 03-08

GROUP	Mathematics								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets
					Targets	Number Tested	Number Proficient	% Proficient	
Whole School	271	100		51	55	259	127	49	76
Female	145	100		54	58	131	73	56	77
Male	126	99		48	52	128	54	42	74
Caucasian/White	262	100		50	54	247	119	48	75
African American/Black	3	*		*		4	*	*	
Hispanic	0	*		*		0	*	*	
Asian or Pacific Islander	4	*		*		6	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	179	99		40	45	167	72	43	70
Not Economically Disadvantaged	92	100		67	70	92	55	60	84
Migrant	0	*		*		0	*	*	
Not Migrant	271	100		51	55	259	127	49	76
Students with Disabilities	53	100		26	32	53	15	28	63
Students without Disabilities	218	100		57	61	206	112	54	79
Limited English Proficient	4	*		*		4	*	*	
Not Limited English Proficient	267	100		51	55	255	126	49	76
Super Subgroup	185	99		42	47	176	75	43	71
Non-Super Subgroup	86	100		70	73	83	52	63	85

2011-12 % Attendance Rate Target = 93%
95

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data are not available.  
 The source of information for this report is the Maine Department of Education.

# 2013-2014 NCLB Report Card

**School:** Margaret Chase Smith Sch.-Skow  
**SAU:** RSU 54/MSAD 54

## Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	12	3	4	0	2	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of June 30, 2013	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.